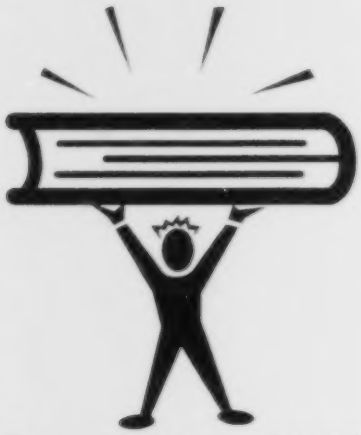
Handbook for the Identification and Review of Students with Severe Disabilities



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Section I – General Information

Introduction

Alberta Learning provides funding to school authorities to support the development and implementation of programming for students with severe disabilities. The *Handbook for the Identification and Review of Students with Severe Disabilities* presents case studies to assist school authorities in identifying students who may be eligible for funding. Specific information related to severe disabilities is in the *Funding Manual for School Authorities 2003/2004 School Year* as follows:

- School Jurisdictions and Charter Schools, Section 1.10
- Private Schools and Designated Special Education Private Schools (DSEPS), Sections 3.2 and 3.3
- Severe Disabilities definitions, Glossary of Terms.

Funding for students with severe disabilities in school jurisdictions is based on a severe disabilities jurisdiction profile. Funding for students with severe disabilities in private schools, designated special education private schools and charter schools continues to be based on the review of students on an individual basis.

School authority personnel should direct enquiries regarding the identification of students with severe disabilities and related funding to Special Programs Branch (780) 422-6326, or toll-free at 310-0000.

Severe Disabilities Funding 2003/2004 Process At A Glance

	Requirement	Action	Responsibility	Date
All school authorities	Identify students	Schools code students with severe disabilities	Schools/ School Authority	Complete by September 30, 2003
	Special Programs Branch Report	Send report via Edulink	School Authority	Count as of September 30, 2003 Submission by October 3,2003
Private, DSEPS, and Charter Schools	Identification of students to be monitored	Special Programs Branch (SPB) provides school with list of students to be monitored	SPB Education Managers	Mid-October to mid-November 2003
	Preparation of documentation for monitoring	• complete *Student Monitoring Form 2003/2004* • include copies of recent assessment/diagnostic reports • include IPP • include anecdotal notes, where applicable	School staff	Complete by mid-November 2003
	Monitoring of student files	Either on-site visit or copies of file information sent to SPB when requested Optional: • classroom observation of students • discussion with school staff regarding student needs and supports	SPB Education Managers	November 2003 to January 2004
	Severe Disabilities Funding Payment based on September 30 enrolment	• school authority advised of number of approved students and next monitoring dates • School Finance Branch advised of number of approved students and finalize payments	SP Education Managers School Finance Branch	February to March 2004
	March Pro-rated Funding	• identify students with severe disabilities who enrol after September 30 • resolve any priority conflicts • resolve any transfer payments between private schools • send student coding to Information Services and School Finance • send Special Programs Branch Report via Edulink	School /school authority	Count as of March 1, 2004 Submission by March 3, 2004
	Preparation of documentation for pro-rated funding monitoring	• complete *Student Monitoring Form 2003/2004* • include copies of recent assessment/diagnostic reports • include IPP • include anecdotal notes, where applicable	School staff	Complete by March 30, 2004
	Pro-rated funding monitoring of student files	Send documentation to Special Programs Branch for monitoring when contacted by Education Manager	SPB Education Managers	March 30 to mid-April 2004
	Severe Disabilities Funding Payment based on March 1 enrolment	• school authority advised of number of approved students and next monitoring dates • School Finance Branch advised of number of approved students and finalize payments	SPB Education Managers School Finance Branch	Mid-April to May 2004

NOTE:
School Jurisdictions – Refer to *Funding Manual 2003/2004*, section 1.10
Private Schools & Designated Special Education Private Schools – Refer to *Funding Manual 2003/2004*, sections 3.2 & 3.3
Charter Schools – Refer to *Funding Manual 2003/2004*, sections 1.10 & 3.3

Appeal of Severe Disabilities Funding

Private Schools, Designated Special Education Private Schools and Charter Schools

In situations where school authorities disagree with the outcome of the monitoring process for individual student severe disabilities funding, an appeal of the decision(s) can be made to the Director of Special Programs Branch using the process outlined below:

- School authority staff should review the student information package to clarify the rationale for the appeal.
- School authority staff writes the Director of the Special Programs Branch to request an appeal of the decision(s) of the monitoring process.
- The information submitted to the Director of the Special Programs Branch must include:
  - student's name
  - severe disabilities code
  - Alberta Learning Identification Number (ID) and
  - a copy of all documentation contained in the **original** student file that was submitted for monitoring.
- No new information can be added or considered during the appeal process.
- Student documentation to support the appeal will be reviewed by an independent contractor.
  - After review of the appeal documentation, the contractor may recommend that:
    - the original decision stands or
    - that funding is approved.
  - The final decision regarding the appeal will be made by the Director of Special Programs Branch and communicated in writing to the school authority and School Finance Branch.

School Jurisdictions

School jurisdictions may request an audit of severe disabilities profile funding by writing the Director of Special Programs Branch by November 1, 2003.

- The Director of Special Programs Branch will arrange for a review team to visit the jurisdiction.
- The review team will examine the documentation of all students with severe disabilities.
- The review team will recommend to the Director of Special Programs Branch that the severe disabilities jurisdiction profile:
  - be increased
  - be decreased or
  - remain the same.
- The results of the audit will be communicated in writing to the school jurisdiction and School Finance Branch.

Section 2 — Severe Disabilities Categories

Information applicable to all severe disabilities categories

School authorities

- All definitions in this section are taken from the Glossary of Terms from the *Funding Manual for School Authorities 2003-2004 School Year.*
- The date that supports were put in place should be clearly identified on the documentation.
- Documentation contained in the student's file should include information dated within the previous three years.
- A student's program plan is individualized to address the severe disability.
  - Goals, objectives and strategies should be specific to the disabling condition and be reflected in the modifications of the learning environment, ongoing supervision, monitoring and/or personal assistance throughout the day in the school setting.
  - Follow-up to assessment reports, which recommend individualized strategies and modifications, should be included.
  - A transition plan is included where applicable.
- For sample IPPs refer to Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

Private and Charter Schools

- When making claims for Severe Disabilities funding, the students with severe disabilities must receive three or more of the following levels of support:
  - a minimum of .5 FTE one-on-one intervention (e.g., teacher and/or teaching assistant time)
  - specialized or assistive technology to participate in education programs
  - assistance with personal care/health-related interventions (e.g., toileting, grooming, catheterization)
  - frequent documented monitoring of medical and/or behaviour status
  - direct therapeutic service at cost to the system (e.g., behaviour specialist, orientation and mobility specialist).

Severe Cognitive Disability (Code 41)

Definition

A student with a Severe Cognitive Disability is one who:

a) has severe delays in all or most areas of development
b) frequently has other disabilities including physical, sensory, medical and/or behavioural
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
d) should have a standardized assessment, which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the student preclude standard assessments and
e) has scores equivalent to the severe to profound levels on an adaptive behavioural scale (e.g., AAMR Adaptive Behaviour Scales-School: Second Edition (ABS-S:2); Vineland Adaptive Behaviour Scales; Scales of Independent Behaviour-Revised).

Questions and Answers

What are the main characteristics of a student with a Severe Cognitive Disability?

- The functional level is less than one third of his/her chronological age on an Adaptive Behaviour Scale.
- Students may also:
  - be medically fragile
  - require assistive technology
  - have autistic-like, aberrant behaviours
  - have limited, if any, receptive or expressive language.
- The student's level of dependency requires mostly one-to-one and hand-over-hand assistance to perform tasks for ambulation or daily living and functioning.
- These students usually require extensive supports and services including one-to-one teacher assistant time, assistance with basic care and additional therapeutic services.

What documentation is required for eligibility for private and charter schools?

- The use of adaptive behaviour scales to obtain functional ability scores in the severe to profound range is required. These students are not usually assessable using the WISC-III, Stanford-Binet or the McCarthy Scales.
- Once an initial diagnosis has been given and the student has a chronic disability that has not changed significantly, documentation from the Regional Educational Consulting Service providers (REACH, CASE, Edmonton Regional Educational Consulting Service, RESEAU) or other personnel specializing in the field may be sufficient for programming.

What other supporting documentation relevant to the student's disabling condition and programming requirements should be included with the student's package for private and charter schools?

- Physiotherapy reports, occupational therapy reports, speech-language therapy reports.
- Any current (within 3 years) relevant medical reports.

For additional information, please refer to the following case studies and completed Student Monitoring Forms on pages 7–9.

Case Study — Brandon

Background information, description of severe disabling condition(s)	• Brandon is a 17-year-old student in a Life Skills Program at Uphill High School. • A recent Adaptive Behaviour Scale and the Leiter Scale were completed by S. Adams, Chartered Psychologist, indicating that Brandon's intellectual functioning and adaptive functioning in January 2001 was less than one third of his chronological age. • Brandon is ambulatory, non-verbal and requires ongoing assistance with his personal care.
Current supports/services in place	• Brandon is in a special education class with nine students, a 1.0 FTE teacher and 3 teacher assistants. • Brandon requires assistance for personal care, feeding and communication. • In consultation with a speech-language pathologist, a communication PIC symbol board has been developed. Brandon also uses the PIC symbol program on a classroom computer. • Brandon is receiving consultation support from an occupational therapist to assist with fine motor skills and feeding issues. • His family is also accessing support from Services for Persons with Disabilities (formerly Handicapped Children's Services) and the Assistive Devices Clinic at the Glenrose Rehabilitation Hospital.
Individualized Program Plan	• Brandon's IPP was developed by the school team and his parents. • Goals reflect his needs in communication, fine motor skills, personal care and life skills development.

SAMPLE

Student Monitoring Form

Brandon

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- [x] 41 Severe Cognitive
- [ ] 42 Severe Emotional/Behavioural
- [ ] 43 Severe Multiple
- [ ] 44 Severe Physical or Medical, including Autism
- [ ] 45 Deafness
- [ ] 46 Blindness

Authority ABC Authority
School Uphill High School
Student Name Brandon
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 86/07/15 **Grade**
Placement (describe) Life Skills Program

1. **Supporting documentation from the appropriate professional(s) (please attach copies):**

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
Intellectual and Adaptive functioning:	January 2001	S. Adams, Chartered Psychologist
< 1/3 chronological age		

Additional assessment information:

2. **How does the condition/disability affect the student in the learning environment?:**
Ambulatory, non-verbal and requires assistance with personal care.

3. **Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:**

a) **Frequent specialized one-on-one intervention**

- [x] specialized setting with teacher 7 (hours per day); 1:9 (staff/student ratio)
- [ ] small group work with teacher and/or teacher assistant _____ (hours per day) _____ (staff/student ratio)
- [x] teacher assistant 7 (hours per day); 3:9 (staff/student ratio)
- [ ] Interpreter _____ (hours per day); _____ (staff/student ratio)
- [ ] Transliterator _____ (hours per day); _____ (staff/student ratio)
- [ ] other (specify) _____

b) **Specialized equipment and/or assistive devices:**

- [x] communication devices
- [ ] assistive technology/devices
- [ ] free field amplification
- [ ] other (specify) _____
- [x] OT/PT equipment
- [ ] specialized furniture
- [ ] personal FM system

c) Assistance with personal care/health-related interventions:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☐ administration of medicine
- ☐ orientation and mobility training
- ☐ other _____
- ☑ grooming
- ☑ dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☐ diapering
- ☑ feeding assistance
- ☐ oxygen
- ☑ OT/PT therapy

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

☐ **Behaviour**	☐ checklist	☐ anecdotal notes	☐ behaviour plan	☐ other _____	
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly	
☑ **Medical**	☐ medical logs	☐ medical emergency plan	☐ other	Monitor personal care	
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly	

e) Therapeutic services for the student <u>at a cost to the system</u>:
For example: Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU); and SHIP.

- ☐ itinerant teacher
- ☐ special education consultant
- ☐ hearing consultant
- ☑ occupational therapist
- ☐ orientation and mobility specialist
- ☐ other _____
- ☑ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☐ school liaison worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist
- ☐ school counsellor

f) Other service providers <u>not at a cost to the system</u>.

- ☐ AADAC
- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ CNIB
- ☑ Services for Persons with Disabilities (previously Handicapped Children's Services)
- ☐ family/community agencies, specify _____
- ☐ Family and Community Support Services (FCSS)
- ☐ Materials Resource Centre (MRC)
- ☑ medical professional services
- ☐ local police authority/RCMP
- ☐ other _____

4. Individualized Program Plan (IPP):

- ☑ The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- ☑ This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2003
Date

T. Jones
Signature of School Authority Designate

Severe Emotional/Behavioural Disability (Code 42)

Definition

A student with a Severe Emotional/Behavioural Disorder is one who:

a) displays chronic, extreme and pervasive behaviours, which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and/or safety of the student and other students. For example, the student could be dangerously aggressive and destructive (to self and/or others), violent and/or extremely compulsive; and

b) (for grade 1-12 students) has a diagnosis including conduct disorder, schizophrenia or bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression; and may display self-stimulation or self-injurious behaviour. In the most extreme and pervasive instances, severe Oppositional Defiant Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an educational setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a Severe Emotional/Behavioural Disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavioural components that are not sufficient to qualify are: Attention Deficit/Hyperactivity Disorder (AD/HD), Attention Deficit Disorder (ADD).

Note: Students diagnosed with Fetal Alcohol Spectrum Disorder (FASD) in the most severe cases should be reported under Code 44 rather than Code 42.

Questions and Answers

What documentation is required for eligibility of students with Severe Emotional/ Behavioural Disability in private and charter schools?

- Documentation in the student's file **should include** the following type of information:
  - a behaviour assessment report that includes a specific clinical diagnosis
  - anecdotal notes that describe the nature, frequency and severity of the aberrant behaviour and the impact on the classroom
  - behaviour plan.

What type of information may be included in a behaviour assessment report?

- The type of information typically found in a behaviour assessment report includes:
  - assessment/diagnostic information which clarifies and documents history which may have precipitated the current behaviours
  - recent medical history noting any medication which modifies the student's behaviour and further assessments/follow-up appointments
  - interviews/surveys; e.g., Behavioural Assessment System for Children (BASC) or Conners, filled out by parents, teacher(s), school staff (and student, if appropriate), that outline the concerns with the student's behaviour, as well as the nature, frequency and severity of the specific behaviour and steps taken so far to mitigate it
  - observations and assessment results from the psychiatrist/chartered psychologist making the clinical diagnosis.

The student's behaviour has improved significantly with all the programming supports that are in place. Will the student in a private and charter school still meet criteria at the time of the review?

- It is anticipated that a student's behaviour will improve with appropriate programming and support.
- Student files are monitored to determine if the aberrant behaviour was severe at the time the student was identified by the school authority for the September 30 count.

How can I demonstrate that the student's behaviour was severe?

- In addition to the behaviour assessment report, anecdotal notes and checklists that describe the nature, frequency and severity of the student's behaviour at the time s/he was identified by the school authority should be included.

Should the teacher/parent communication book or the teacher's daily checklist be included in the review package for a student in a Private or Charter school?

- Communication books and daily checklists are useful for sharing information with parents and tracking behavioural incidents, however, they do not usually provide sufficient descriptive information.
- A summary of behaviours may be included.
- It should be noted on the Student Monitoring Form that these records are kept and available upon request, but are not included in the student information package.

For additional information, please refer to the following case study and completed Student Monitoring Form on pages 12–15.

Case Study — Harley

Background information, description of severe disabling condition(s)	• Harley is a 15-year-old boy in grade 10 at Dry Creek Junior High School. • Harley currently resides in a foster home near the school. • Harley was diagnosed as having Bi-Polar Disorder by Dr. Bunton in July 2001. • Harley's behaviours include emotional instability, over activity and impulsiveness. His manic and depressive episodes have increased over the past several months. • Harley is currently under the care of Dr. Campbell, a psychiatrist, who has prescribed medication to help control Harley's episodes. • Some of the features of Harley's behaviours include: – truancy – failure to complete school assignments – anxiety attacks – depression – mood swings, manic episodes (e.g., grandiose talk, agitation, withdrawal) – extreme withdrawal, no peer relations, unresponsive, constant crying – self-injurious behaviour.
Current supports/services in place	• Harley is in a regular grade 10 program. He has the assistance of an educational assistant for three hours each day. • He receives one-on-one counsellor support for one-half hour each day from the school counsellor, who also is trained in management of emotional and behavioural disorders. • A special education consultant works with the teachers and educational assistant on a monthly basis to review and revise programming strategies. • Daily behavioural checklists are completed to track Harley's behaviours.

	• The school has regular contact with Harley's psychiatrist, who also is part of Harley's support team. • Harley meets with his psychiatrist on a monthly basis. • Harley also has regular meetings with the social worker in charge of his case.
Individualized Program Plan	• Harley's IPP was developed by the school team, in consultation with his legal guardian, psychiatrist, special education consultant and social worker. • Harley's overall program focuses on helping him cope with social, emotional and academic needs. • The major behaviour management goals identified are: – teaching self-regulation strategies – increasing organizational skills and reducing off-task behaviours – learning coping skills for anxiety episodes.

SAMPLE

Student Monitoring Form

Harley

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- ☐ 41 Severe Cognitive
- ☑ 42 Severe Emotional/Behavioural
- ☐ 43 Severe Multiple
- ☐ 44 Severe Physical or Medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Authority ABC Authority
School Dry Creek Junior High School
Student Name Harley
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 88/03/17 **Grade** 10
Placement (describe) Regular grade 10 program

1. Supporting documentation from the appropriate professional(s) (please attach copies):

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
Bi-Polar Disorder	July 2001	Dr. Bunton

Additional assessment information (please attach copies):

2. How does the condition/disability affect the student in the learning environment?:
Mood swings, manic episodes, extreme withdrawal, no peer relations, unresponsive, constant crying, self injurious behaviour, depression.

3. Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:

a) Frequent specialized one-on-one intervention:

- ☐ specialized setting with teacher _____(hours per day); _____ (staff/student ratio)
- ☐ small group work with teacher and/or teacher assistant _____(hours per day) _____(staff/student ratio)
- ☑ teacher assistant 3 (hours per day); 1:1 (staff/student ratio)
- ☐ Interpreter _____(hours per day); _____ (staff/student ratio)
- ☐ Transliterator _____(hours per day); _____(staff/student ratio)
- ☑ other (specify) Supervision during unstructured times

b) Specialized equipment and/or assistive devices:

- ☐ communication devices
- ☐ assistive technology/devices
- ☐ free field amplification
- ☐ other (specify) _____
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☐ personal FM system

c) Assistance with personal care/health-related interventions:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☑ administration of medicine
- ☐ Orientation and mobility training
- ☐ other _____
- ☐ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

☑ **Behaviour**	☑ checklist	☐ anecdotal notes	☐ behaviour plan	☐ other _____	
Frequency ➡	☐ hourly	☑ daily	☐ weekly	☐ monthly	
☑ **Medical**	☑ medical logs	☐ medical emergency plan	☐ other _____		
Frequency ➡	☐ hourly	☑ daily	☐ weekly	☐ monthly	

e) Therapeutic services for the student <u>at a cost to the system</u>.
For example: Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU); and SHIP:

- ☐ itinerant teacher
- ☑ special education consultant
- ☐ hearing consultant
- ☐ occupational therapist
- ☐ Orientation and mobility specialist
- ☐ other _____
- ☐ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☐ school liaison worker -
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist
- ☑ school counsellor: ½ hr/day; 1:1

f) Other service providers <u>not at a cost to the system</u>:

- ☐ AADAC
- ☐ Alberta Health and Wellness
- ☑ Alberta Children's Services
- ☑ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ CNIB
- ☐ Services for Persons with Disabilities (previously Handicapped Children's Services)
- ☐ family/community agencies, specif _____
- ☐ Family and Community Support Services (FCSS)
- ☐ Materials Resource Centre (MRC)
- ☑ medical professional services
- ☐ local police authority/RCMP
- ☐ other _____

4. Individualized Program Plan (IPP):

- ☑ The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- ☑ This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2003
Date

B. Moore
Signature of School Authority Designate

Severe Multiple Disability (Code 43)

Definition

A student with Severe Multiple Disabilities is one who:
a) has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination, result in the student functioning at a severe to profound level; and
b) requires significant special programs, resources and/or therapeutic services.

Students with a severe disability and another associated disability should be identified under the category of the primary severe disability. For example:

- A student with a Severe Cognitive Disability and another associated disability is not designated under this category, but is designated under Severe Cognitive Disability.
- A student with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/behavioural disability.

The following mild or moderate disabilities cannot be used in combination with other disabilities or with each other to qualify under Code 43:
a) Attention Deficit/Hyperactivity Disorder (AD/HD) (ECS-grade 12)
b) Emotional Behavioural Disabilities (ECS-grade 12)
c) Learning Disability (LD) (grades 1-12 only)
d) Speech and Language Related Disabilities (grades 1-12 only).

Questions and Answers

What are the main characteristics of a student with a Severe Multiple Disability?
A student with a Severe Multiple Disability may exhibit two or more of the following:

- moderate cognitive disability (standardized score of 30 – 50 ± 5)
- bilateral hearing loss in the moderate to severe range; average of 56 – 70 decibels over 500 – 4000 Hz in the better ear reported by the appropriate specialist
- visual impairment – moderate to severe (20/100 in the better eye), but not legally blind, degeneration prognosis reported by the appropriate specialist
- moderate to severe autistic-like behaviour
- moderate to severe physical disability or medical condition that interferes with learning.

NOTE: Low cognitive ability in the mild/moderate cognitive disability ranges combined with severe receptive/expressive language deficits do not qualify.

What documentation is required by private and charter schools for eligibility?

- Diagnoses by professionals for each of the two or more non-associated disabling conditions. This may include reports from chartered psychologists, audiologists, ophthalmologists and medical professionals.

- Documentation, which is less than three years old, should be available in the student's file.
- If a student has two or more non-associated disabilities that have not changed significantly, a current functional assessment from Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU), SHIP, school jurisdiction specialists or other contracted consulting agencies may be sufficient.
- A diagnosis of each of the disabling conditions is required but not necessarily sufficient to qualify. Eligibility is dependent on the student's current level of functioning within the learning environment.
- If a student has a moderate to Severe Cognitive Disability combined with a hearing impairment, hearing loss is calculated by averaging the unaided responses in the better ear at: 500hz + 1000hz + 2000hz or 1000hz + 2000hz + 4000hz.

Which other supporting documentation from private and charter schools relevant to the student's disabling condition and programming requirements may be included with the student package for review?

- Physical therapy, occupational therapy, speech-language therapy reports
- Sensory consultant reports
- Any current/relevant medical reports
- Any documentation, including anecdotal information, reflecting the student's needs in the learning environment.

For additional information, please refer to the following case studies and completed Student Monitoring Forms on pages 18–24.

Case Study — Sabindar

Background information, description of severe disabling condition(s)	• Sabindar is a 12-year-old student who is included in a regular grade 6 program at Happy School. • A recent cognitive assessment in June 2002, by S. Smith, Chartered Psychologist, indicates that Sabindar's full scale IQ is 48. Sabindar's intellectual functioning and adaptive functioning is less than one half of her chronological age. • Sabindar has moderate to severe binaural sensorineural (63dB unaided in the better ear) hearing loss diagnosed by Roy Dean, audiologist, in May 2001 and wears hearing aids. • Sabindar is ambulatory, has fine motor difficulties and requires cueing for personal care.
Current supports/services in place	• Sabindar is in a class with 22 students, a teacher and 0.5 FTE educational assistant. • She works in a small group setting for an additional hour each day. • Sabindar requires cueing and sometimes needs assistance for grooming and personal care. • In addition to purchasing an individual FM system for Sabindar's teacher to use during options, a free field sound system also has been purchased and installed in the classroom. • Sabindar is receiving services from a private speech-language pathologist once a week (paid by parents). She is also receiving consultation support from an occupational therapist through SHIP to assist her with fine motor difficulties, and a RECS hearing consultant. • Sabindar meets with an audiologist for her yearly audiogram and check up.

Individualized Program Plan	• Sabindar's IPP was developed in consultation with a student support team, including her parents, the chartered psychologist, reading specialist, speech-language pathologist, occupational therapist and hearing consultant. • The goals of her education program address her needs resulting from the combination of disabling conditions and are reflected in the classroom accommodations. • A transition plan has been put in place for Sabindar's move to a junior high setting for next year. • Sabindar's parents have visited the junior high school and observed the program Sabindar will be in. • Sabindar also had the opportunity to meet her new teachers and will be in a class with two other students with similar needs.

SAMPLE

Student Monitoring Form

Sabindar

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- ☐ **41** Severe Cognitive
- ☐ **42** Severe Emotional/Behavioural
- ☑ **43** Severe Multiple
- ☐ **44** Severe Physical or Medical, including Autism
- ☐ **45** Deafness
- ☐ **46** Blindness

Authority ABC Authority
School Happy School
Student Name Sabindar
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 91/01/06 **Grade** 6
Placement (describe) Inclusion in a regular grade 6 program

1. Supporting documentation from the appropriate professional(s) (please attach copies):

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
F.S. IQ 48	June 2002	S. Smith, Chartered Psychologist
Moderate to severe binaural (63dB) sensorineural hearing loss	May 2001	R. Dean, Audiologist

Additional assessment information
A transition plan was put in place for Sabindar's move to a junior high for the next school year.

2. How does the condition/disability affect the student in the learning environment?:
Difficulty accessing information through verbal instruction.

3. Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:

a) Frequent specialized one-on-one intervention:

- ☐ specialized setting with teacher _____ (hours per day); _____ (staff/student ratio)
- ☑ small group work with teacher and/or teacher assistant 1 (hours per day) 1:3 (staff/student ratio)
- ☑ teacher assistant 3 (hours per day); 1:1 (staff/student ratio)
- ☐ Interpreter _____ (hours per day); _____ (staff/student ratio)
- ☐ Transliterator _____ (hours per day); _____ (staff/student ratio)
- ☐ other (specify) _____

b) Specialized equipment and/or assistive devices:

- ☐ communication devices
- ☐ assistive technology/devices
- ☑ free field amplification
- ☐ other (specify) _____
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☑ personal FM system

c) Assistance with personal care/health-related interventions:

- [x] toileting program
- [ ] catheterizing
- [ ] g-tube feeding
- [ ] administration of medicine
- [ ] orientation and mobility training
- [ ] other _____
- [x] grooming
- [ ] dressing
- [ ] respiratory therapy
- [x] management of equipment
- [ ] diapering
- [ ] feeding assistance
- [ ] oxygen
- [x] OT/PT therapy

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

[ ] **Behaviour**	[ ] checklist	[ ] anecdotal notes	[ ] behaviour plan	[ ] other _____	
	Frequency ➡	[ ] hourly	[ ] daily	[ ] weekly	[ ] monthly
[ ] **Medical**	[ ] medical logs	[ ] medical emergency plan	[ ] other _____		
	Frequency ➡	[ ] hourly	[ ] daily	[ ] weekly	[ ] monthly

e) Therapeutic services for the student <u>at a cost to the system</u>.
For example: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU); and SHIP:

- [ ] itinerant teacher
- [x] special education consultant
- [x] hearing consultant
- [x] occupational therapist
- [ ] orientation and mobility specialist
- [ ] other _____
- [ ] speech therapist
- [ ] technology consultant
- [x] chartered psychologist
- [ ] physical therapist
- [ ] school liaison worker
- [ ] vision consultant
- [ ] nursing services
- [x] audiologist
- [ ] behaviour specialist
- [ ] School counsellor

f) Other service providers <u>not at a cost to the system</u>:

- [ ] AADAC
- [x] Alberta Health and Wellness
- [ ] Alberta Children's Services
- [ ] Alberta Mental Health Board
- [ ] Alberta Justice
- [ ] CNIB
- [ ] Services for Persons with Disabilities (previously Handicapped Children's Services)
- [ ] family/community agencies, specif _____
- [ ] Family and Community Support Services (FCSS)
- [ ] Materials Resource Centre (MRC)
- [ ] medical professional services
- [ ] local police authority/RCMP
- [x] other Speech-language therapist private

4. Individualized Program Plan (IPP):

- [x] The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- [x] This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2003
Date

A. Jonson
Signature of School Authority Designate

Case Study — Zachary

Background information, description of severe disabling condition(s)	• Zachary is an eight-year-old student currently in grade 3 at Caldwell School. • Dr. Brown diagnosed Zachary in 2001 as having Kabuki Make-Up Syndrome and moderate cognitive delay. Mild to moderate hearing loss was diagnosed by R. Dean in October 2000. • He presents with generalized low muscle tone, decreased physical strength, delays in gross and fine motor development, poor social skills and mild to moderate bilateral hearing loss. • The occupational therapist and physical therapist both report Zachary's need for assistance with toileting, dressing, feeding and constant supervision, as he has a danger of falling, especially on the stairs.
Current supports/services in place	• Zachary currently receives support from a half-time teacher assistant and also from a teacher assistant who is assigned to the classroom. • Zachary receives small group instruction for mathematics and pro-social skills. He also receives ongoing individual assistance to maintain attention to task and to complete all tasks in the classroom environment. • Zachary receives assistance with dressing and toileting. He receives stand-by assistance for all transitions and walking the stairs. • Zachary receives individual assistance at lunch and recess times. • Zachary requires an augmentative/alternative communication system and has been referred to the Assistive Devices Clinic.
Individualized Program Plan	• Zachary's IPP was developed in consultation with a student support team, including his parents, the speech-language pathologist, occupational therapist, physical therapist, behaviour specialist and hearing consultant. • The goals of Zachary's education program address his needs and result from the combination of disabling conditions and are reflected in the classroom accommodations and level of supervision.

SAMPLE

Student Monitoring Form

Zachary

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- [ ] 41 Severe Cognitive
- [ ] 42 Severe Emotional/Behavioural
- [x] 43 Severe Multiple
- [ ] 44 Severe Physical or Medical, including Autism
- [ ] 45 Deafness
- [ ] 46 Blindness

Authority ABC Authority
School Caldwell School
Student Name Zachary
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 95/08/30 **Grade** 3
Placement (describe) Included in a regular grade 3 program

1. **Supporting documentation from the appropriate professional(s) (please attach copies):**

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
Kabuki Make Up Syndrome	October 2001	Dr. Brown
Moderate cognitive delay	October 2001	Dr. Brown
Mild to moderate hearing loss	October 2000	R. Dean (Audiologist)

Additional assessment information:

2. **How does the condition/disability affect the student in the learning environment?:**
Zachary has generalized low muscle tone, delays in gross and fine motor development, poor social skills and a mild to moderate hearing loss. He requires assistance with basic care and frequently loses his balance which limits his participation in classroom and specialized activities, such as PE, as he is at danger of falling.

3. **Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:**

a) **Frequent specialized one-on-one intervention**

- [ ] specialized setting with teacher _____ (hours per day); _____ (staff/student ratio
- [x] small group work with teacher and/or teacher assistant 0.5 (hours per day) 1:4 (staff/student ratio)
- [x] teacher assistant 4 (hours per day); 1:1 (staff/student ratio)
- [ ] Interpreter _____ (hours per day); _____ (staff/student ratio)
- [ ] Transliterator _____ (hours per day); _____ (staff/student ratio)
- [x] other (specify) 0.5 TA assigned to class in p.m.

b) **Specialized equipment and/or assistive devices:**

- [x] communication devices
- [x] assistive technology/devices
- [ ] free field amplification
- [ ] other (specify) _____
- [ ] OT/PT equipment
- [ ] specialized furniture
- [ ] personal FM system

c) Assistance with personal care/health-related interventions:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☐ administration of medicine
- ☐ orientation and mobility training
- ☐ other _____
- ☑ grooming
- ☑ dressing
- ☑ respiratory therapy
- ☑ management of equipment
- ☐ diapering
- ☑ feeding assistance
- ☐ oxygen
- ☑ OT/PT therapy

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

☐ **Behaviour**	☐ checklist	☐ anecdotal notes	☐ behaviour plan	☐ other _____	
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly	
☐ **Medical**	☐ medical logs	☐ medical emergency plan	☐ other _____		
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly	

e) Therapeutic services for the student <u>at a cost to the system</u>.

For example: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU); and SHIP:

- ☐ itinerant teacher
- ☑ special education consultant
- ☑ hearing consultant
- ☑ occupational therapist
- ☐ orientation and mobility specialist
- ☐ other _____
- ☑ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☑ physical therapist
- ☐ school liaison worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☑ behaviour specialist
- ☐ school counsellor

f) Other service providers <u>not at a cost to the system</u>. For example:

- ☐ AADAC
- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ CNIB
- ☐ Services for Persons with Disabilities (previously Handicapped Children's Services)
- ☐ family/community agencies, specify: _____
- ☐ Family and Community Support Services (FCSS)
- ☐ Materials Resource Centre (MRC)
- ☑ medical professional services
- ☐ local police authority/RCMP
- ☐ other _____

4. Individualized Program Plan (IPP):

- ☑ The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- ☑ This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 25, 2003
Date

M. Thompson
Signature of School Authority Designate

Severe Physical or Medical Disability – including Autism (Code 44)

Definition

A student a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment); and
b) requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling.

A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with autism.

In order for a diagnosis of autism to be made, the student needs to demonstrate impairment in the following areas:

- Social interaction; and
- Communication; and
- Stereotyped pattern of behaviour (i.e., hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A student diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category (Code 44 – Severe Physical or Medical Disability – Including Autism). A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FASD. Students with severe FASD who exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention and concentration, will need extensive intervention and support.

Questions and Answers

What documentation is required from private and charter schools for Severe Physical or Medical Disability eligibility of students?

- A medical diagnosis of a physical, medical or neurological disability dated within the last three years.
- Once the initial approval has been given by Alberta Learning and the student has a chronic disability that has not changed significantly, a current functional assessment that

demonstrates the impact of this disabilities in the school from one of the Regional Educational Consulting Service providers (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU) or other personnel specializing in the field, may be sufficient.

What other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package for students in private and charter schools?

- Physiotherapy reports, occupational therapy reports, speech-language therapy reports.
- Any current/relevant reports; e.g., psycho-educational report, etc.

What are some examples of severe medical or physical disability?

Students who are diagnosed with the following may be included in Code 44:

- Tourette's Syndrome
- Celebral Palsy
- Fetal Alcohol Spectrum Disorder
- Autism
- Brain injury
- Cancer patient

What documentation is required from private and charter schools for eligibility for Autism?

- A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of Autism is required.
- A functional assessment or anecdotal information that documents the degree of difficulty in social interaction, communication and stereotypic pattern of behaviours.

What other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package from private and charter schools?

- Intellectual assessment reports, speech-language therapy reports.
- Any current/relevant medical reports.
- Anecdotal records reflecting ongoing monitoring of identified behaviours.

For additional information, please refer to the following case studies and completed Student Monitoring Forms on pages 27–32.

Case Study — Kayla

Background information, description of severe disabling condition(s)	• Kayla is an eight-year-old grade 3 student. • Kayla is new to the school this year. • Kayla has a diagnosis of Spina Bifida (myelomeningocele) and was shunted for hydrocephalus by Dr. Smith, in February 1998. • Kayla uses a walker and a wheelchair during the school day. Kayla also has leg splints, which she must wear for a specific period of time each day. • Kayla requires daily catheterizing and also is diapered in the event of a bowel accident. • Kayla has a shunt. • Kayla recently had a WISC III and has an intelligence quotient of 127, which is in the gifted and talented range. Her program requires modifications to ensure she is challenged.
Current supports/services in place:	• Kayla is in a regular grade 3/4 combined class with 20 students. • Kayla requires ongoing assistance for toileting, supervision at recess/lunch time to ensure her safety, assistance getting off and on the bus and in the classroom setting. She has 6 hours per day of educational assistant time. • Kayla receives consultation and ongoing program support from a special education consultant. • One of the washrooms in the school was modified to be wheelchair accessible. A commode also is provided. • Kayla has very slow fine motor skills (printing) and is being introduced to a lap top computer for classwork.
Individualized Program Plan	• Kayla's IPP was developed by the school team, her parents and in consultation with the occupational therapist and physiotherapist. • Goals reflect Kayla's physical limitations and needs, her safety issues and her need for a more challenging class curriculum.

SAMPLE

Student Monitoring Form

Kayla

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- ☐ 41 Severe Cognitive
- ☐ 42 Severe Emotional/Behavioural
- ☐ 43 Severe Multiple
- ☑ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Authority ABC Authority
School Riverdale Elementary
Student Name Kayla
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 95/02/06 **Grade** 3
Placement (describe) Included in combined grade 3/4 program

1. **Supporting documentation from the appropriate professional(s) (please attach copies):**

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
Spina Bifida (myelomeningocele) with shunted hydrocephalus	February 1998	Dr. Smith

Additional assessment information:

WISC-III, June 2003: FS IQ 127

2. **How does the condition/disability affect the student in the learning environment?:**
Kayla is unable to look after her own toileting needs, is unable to manoeuvre independently through the school and is at risk of injury or falls (personal safety).

3. **Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:**

a) **Frequent specialized one-on-one intervention**
- ☐ specialized setting with teacher _____ (hours per day); _____ (staff/student ratio)
- ☑ small group work with teacher and/or teacher assistant 3 (hours per day) 1:4 (staff/student ratio)
- ☑ teacher assistant 3 (hours per day); 1:1 (staff/student ratio)
- ☐ Interpreter _____ (hours per day); _____ (staff/student ratio)
- ☐ Transliterator _____ (hours per day); _____ (staff/student ratio)
- ☐ other (specify) _____

b) **Specialized equipment and/or assistive devices:**
- ☐ communication devices
- ☐ assistive technology/devices
- ☐ free field amplification
- ☑ other (specify) Wheelchair accessible washroom and commode, walker, wheelchair, laptop computer
- ☑ OT/PT equipment
- ☐ specialized furniture
- ☐ personal FM system

c) Assistance with personal care/health-related interventions:

- [x] toileting program
- [x] catheterizing
- [ ] g-tube feeding
- [ ] administration of medicine
- [ ] orientation and mobility training
- [ ] other _____
- [ ] grooming
- [ ] dressing
- [ ] respiratory therapy
- [ ] management of equipment
- [x] diapering
- [ ] feeding assistance
- [ ] oxygen
- [ ] OT/PT therapy

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

[ ] **Behaviour**	[ ] checklist	[ ] anecdotal notes	[ ] behaviour plan	[ ] other _____	
Frequency ➡	[ ] hourly	[ ] daily	[ ] weekly	[ ] monthly	
[x] **Medical**	[x] medical logs	[ ] medical emergency plan	[ ] other _____		
Frequency ➡	[ ] hourly	[ ] daily	[x] weekly	[ ] monthly	

e) Therapeutic services for the student <u>at a cost to the system</u>.
For example: Regional Educational Consulting Service providers: (REACH, CASE, ERECS, RESEAU), Student Health Initiative Partnership:

- [ ] itinerant teacher
- [x] special education consultant
- [ ] hearing consultant
- [x] occupational therapist
- [ ] orientation and mobility specialist
- [ ] other _____
- [ ] speech therapist
- [ ] technology consultant
- [ ] chartered psychologist
- [x] physical therapist
- [ ] school liaison worker
- [ ] vision consultant
- [ ] nursing services
- [ ] audiologist
- [ ] behaviour specialist
- [ ] school counsellor

f) Other service providers <u>not at a cost to the system</u>. For example:

- [ ] AADAC
- [ ] Alberta Health and Wellness
- [x] Alberta Children's Services
- [ ] Alberta Mental Health Board
- [ ] Alberta Justice
- [ ] CNIB
- [x] Services for Persons with Disabilities (previously Handicapped Children's Services)
- [ ] family/community agencies, specify _____
- [ ] Family and Community Support Services (FCSS)
- [ ] Materials Resource Centre (MRC)
- [x] medical professional services
- [ ] local police authority/RCMP
- [ ] other _____

3. Individualized Program Plan (IPP):

- [x] The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- [x] This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 21, 2003
Date

A. Jackson
Signature of School Authority Designate

Case Study — William

Background information, description of severe disabling condition(s)	• William is a 12-year-old grade 6 student. • William was diagnosed with Severe Autistic Disorder in November 1996 (updated June 2003) by Dr. Gold at the Autism Clinic. • He has extreme difficulties with: – social interaction and with peers – expressive/receptive communication. • He displays stereotypic patterns of behaviour including resistance to change in routine/transitions. • William uses some Picture Communication Symbols to enhance communication (expressive and receptive). • William also exhibits compulsive and obsessive behaviours. • William requires assistance in the classroom setting and in a more social setting including the playground.
Current supports/services in place	• William is in a regular grade 6 classroom. • William receives pull-out into a small group work setting for language arts and math. • William has 4.5 hours of Educational Assistant/Teacher Assistant support daily to assist him with some academics in the classroom setting and to provide support on the playground at recess and during lunch breaks. • William is supervised during eating. • William's school team monitors and records daily his behaviours including: – initiated social interactions – oral communication usage and communication board usage – temper outbursts – obsessive compulsive behaviours. • William has been assessed by an occupational therapist and receives on-going consultative support. • William's teachers and staff meet bi-monthly with his parents and home support worker to review his program.
Individualized Program Plan	• William's IPP was developed with the school team, his parents, home support staff and occupational therapist. • Goals reflect William's need for routine, communication goals, social/behavioural goals and academic progress goals.

SAMPLE FORM

Student Monitoring Form

William

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- ☐ 41 Severe Cognitive
- ☐ 42 Severe Emotional/Behavioural
- ☐ 43 Severe Multiple
- ☑ 44 Severe Physical or Medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Authority ABC Authority
School Valley School
Student Name William
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 91/12/16 **Grade** 6
Placement (describe) Included in a regular grade 6 program

1. **Supporting documentation from the appropriate professional(s) (please attach copies):**

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
Severe Autistic Disorder	November 1996	Dr. Gold, Autism Clinic

Additional assessment information

2. **How does the condition/disability affect the student in the learning environment?:**
Difficulties with social interaction; expressive/receptive communications; stereotypical behaviour; compulsive and obsessive behaviours.

3. **Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:**

a) **Frequent specialized one-on-one intervention**

- ☑ specialized setting with teacher 2 (hours per day); 1:3 (staff/student ratio)
- ☑ small group work with teacher and/or teacher assistant 2 (hours per day); 1:3 (staff/student ratio)
- ☑ teacher assistant 2.5 (hours per day); 1:1 (staff/student ratio)
- ☐ Interpreter _____ (hours per day); _____ (staff/student ratio)
- ☐ Transliterator _____ (hours per day); _____ (staff/student ratio)
- ☐ other (specify) _____

b) **Specialized equipment and/or assistive devices:**

- ☑ communication devices
- ☐ assistive technology/devices
- ☐ free field amplification
- ☐ other (specify) _____
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☐ personal FM system

c) Assistance with personal care/health-related interventions:

- ☐ toileting program
- ☐ grooming
- ☐ diapering
- ☐ catheterizing
- ☐ dressing
- ☐ feeding assistance
- ☐ g-tube feeding
- ☐ respiratory therapy
- ☐ oxygen
- ☐ administration of medicine
- ☐ management of equipment
- ☐ OT/PT therapy
- ☐ orientation and mobility training
- ☑ other Supervision at lunch and recess

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

☑ **Behaviour**	☑ checklist	☑ anecdotal notes	☑ behaviour plan	☑ other Ongoing behaviour plan/program
Frequency ➡	☐ hourly	☑ daily	☐ weekly	☐ monthly
☐ **Medical**	☐ medical logs	☐ medical emergency plan	☐ other	
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly

e) Therapeutic services for the student <u>at a cost to the system</u>.

For example: Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU); and SHIP:

- ☐ itinerant teacher
- ☐ speech therapist
- ☐ vision consultant
- ☑ special education consultant
- ☐ technology consultant
- ☐ nursing services
- ☐ hearing consultant
- ☐ chartered psychologist
- ☐ audiologist
- ☑ occupational therapist
- ☐ physical therapist
- ☐ behaviour specialist
- ☐ orientation and mobility specialist
- ☐ school liaison worker
- ☐ school counsellor
- ☐ other

f) Other service providers <u>not at a cost to the system</u>. For example:

- ☐ AADAC
- ☐ family/community agencies, specif
- ☑ Alberta Health and Wellness
- ☐ Family and Community Support Services (FCSS)
- ☐ Alberta Children's Services
- ☐ Materials Resource Centre (MRC)
- ☐ Alberta Mental Health Board
- ☑ medical professional services
- ☐ Alberta Justice
- ☐ local police authority/RCMP
- ☐ CNIB
- ☑ other Autism Clinic
- ☑ Services for Persons with Disabilities (previously Handicapped Children's Services)

4. Individualized Program Plan (IPP):

- ☑ The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- ☑ This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 12, 2003
Date

M. Walker
Signature of School Authority Designate

Deafness (Code 45)

Definition

A student with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 to 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication, or has a cochlear implant preceded by a 71 dB or greater hearing loss unaided in the better ear; and
b) requires extensive modifications and specialized educational supports; and
c) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a student has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

Questions and Answers

What are the main characteristics of a student with a severe to profound hearing loss (deaf)?

- Hearing loss of 71 decibels or more unaided in the better ear over the normal range of speech on an audiogram.
- Hearing loss precludes the use of oral language as the primary form of communication and use of some form of signed language (e.g., Signed Exact English or American Sign Language).
- Require extensive modifications and specialized educational supports.

What documentation is required from private and charter schools for eligibility?

- Current audiogram from an audiologist must be in the student's file.
- If a student has a severe to profound hearing loss that has not changed significantly, an updated audiogram is not necessary. A recent functional assessment from Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU) or other personnel specializing in the field may be sufficient for programming purposes.
- A functional assessment report specifies the amount and type of personal assistance, specialized programming and/or equipment required by the student.
- Average hearing loss is calculated by averaging unaided hearing readings at: 500hz + 1000hz + 2000hz **or**1000hz + 2000hz + 4000hz
  For example:
  70 dBs (500hz or 1000 hz) + 80 dBs (1000hz or 2000hz) + 85 dBs (2000hz or 4000hz) = 235 dBs
  235 dBs divided by 3 = 78.33 dBs hearing loss

- Hearing level classification equivalents:

Descriptor	Decibel (dB) range
– Normal	0-15 dB
– Minimal	16-25 dB
– Mild Loss	26-40 dB
– Moderate Loss	41-55 dB
– Moderate-Severe Loss	56-70 dB
– Severe Loss	71-90 dB
– Profound Loss	90+ dB

Which other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package from private and charter schools?

- Additional reports from hearing specialists, speech-language therapy reports or other professionals working with the student.
- Any current/relevant medical reports.
- Any documentation including anecdotal records reflecting the student's's needs in the learning environment.

For additional information, please refer to the case study and completed Student Monitoring Form on pages 35–37.

Case Study — Trevor

Background information, description of severe disabling condition(s)	• Trevor is a nine-year-old boy in a regular grade 4 classroom. • Trevor has a severe (74dB) binaural (involving both ears) sensori-neural hearing loss diagnosed by Rob Ring, Audiologist, in September 1997. It has resulted in academic, language and articulation delays. • An update by S. Town, RECS hearing consultant, was provided in September 2002 for programming. • Trevor's hearing loss was identified early and he uses signed English as his primary mode of communication.
Current supports/services in place	• Trevor receives ongoing support from a speech-language pathologist provided by the Regional Health Authority. • Trevor's learning environment and presentation of materials is modified to suit his needs. • A hearing consultant supports Trevor in his school program and assists the teacher in the development and implementation of his IPP. • A transliterator signs oral communication to Trevor for the full school day.
Individualized Program Plan	• Trevor's IPP was developed with the school team, parents, hearing consultant and speech-language therapist. • Goals reflect Trevor's hearing impairment and the need for modified lesson presentation, modified classroom setting and additional program supports.

SAMPLE FORM

Student Monitoring Form

Trevor

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- ☐ 41 Severe Cognitive
- ☐ 42 Severe Emotional/Behavioural
- ☐ 43 Severe Multiple
- ☐ 44 Severe Physical or Medical, including Autism
- ☑ 45 Deafness
- ☐ 46 Blindness

Authority Any Authority
School South School
Student Name Trevor
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 94/05/12 **Grade** 4
Placement (describe) Included in a regular grade 4 classroom

1. **Supporting documentation from the appropriate professional(s) (please attach copies):**

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
Severe binaural sensori-neural hearing loss	September 1997	Rob Ring, Audiologist

Additional assessment information:
September 2002: update for programming by S. Town, hearing consultant

2. **How does the condition/disability affect the student in the learning environment?:**
Trevor has academic, language and articulation delays. Trevor is not able to access auditory information.

3. **Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:**

a) **Frequent specialized one-on-one intervention**

- ☐ specialized setting with teacher _____(hours per day); _____ (staff/student ratio)
- ☐ small group work with teacher and/or teacher assistant _____(hours per day)_____(staff/student ratio)
- ☐ teacher assistant _____(hours per day); _____ (staff/student ratio)
- ☐ Interpreter _____(hours per day); _____ (staff/student ratio)
- ☑ Transliterator 6 (hours per day); 1:1 (staff/student ratio)
- ☐ other (specify) _____

b) **Specialized equipment and/or assistive devices:**

- ☑ communication devices
- ☐ assistive technology/devices
- ☐ free field amplification
- ☐ other (specify) _____
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☐ personal FM system

c) Assistance with personal care/health-related interventions:

- ☐ toileting program
- ☐ grooming
- ☐ diapering
- ☐ catheterizing
- ☐ dressing
- ☐ feeding assistance
- ☐ g-tube feeding
- ☐ respiratory therapy
- ☐ oxygen
- ☐ administration of medicine
- ☐ management of equipment
- ☐ OT/PT therapy
- ☐ orientation and mobility training
- ☐ other _____

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

☐ **Behaviour**	☐ checklist	☐ anecdotal notes	☐ behaviour plan	☐ other _____
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly
☐ **Medical**	☐ medical logs	☐ medical emergency plan	☐ other _____	
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly

e) Therapeutic services for the student at a cost to the system.
For example: Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU); and SHIP:

- ☐ itinerant teacher
- ☑ speech therapist
- ☐ vision consultant
- ☑ special education consultant
- ☐ technology consultant
- ☐ nursing services
- ☑ hearing consultant
- ☐ chartered psychologist
- ☑ audiologist
- ☐ occupational therapist
- ☐ physical therapist
- ☐ behaviour specialist
- ☐ orientation and mobility specialist
- ☐ school liaison worker
- ☐ school counsellor
- ☐ other _____

f) Other service providers not at a cost to the system. For example:

- ☐ AADAC
- ☐ family/community agencies, specify: _____
- ☐ Alberta Health and Wellness
- ☐ Family and Community Support Services (FCSS)
- ☐ Alberta Children's Services
- ☐ Materials Resource Centre (MRC)
- ☐ Alberta Mental Health Board
- ☐ medical professional services
- ☐ Alberta Justice
- ☐ local police authority/RCMP
- ☐ CNIB
- ☐ other _____
- ☐ Services for Persons with Disabilities (previously Handicapped Children's Services)

4. Individualized Program Plan (IPP):

- ☑ The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- ☑ This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 28, 2003
Date

M. Simpson
Signature of School Authority Designate

Blindness (Code 46)

Definition

A student with severe vision impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a student has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those students who may be difficult to assess (e.g., cortical blindness-developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Questions and Answers

What are the main characteristics of a student with a severe visual disability?

- Students who require and receive specialized instruction; e.g., braille, orientation and mobility.
- Students who require instruction material and assignments scribed, transcribed or taped.

Are there other considerations?

- These students could be registered with Alberta Learning's Materials Resource Centre for the Visually Impaired (MRC) and schools would be able to receive materials from the MRC (check with the designated school authority personnel for registration procedures).
- For designation under this category, a student would be eligible for registration with the Canadian National Institute for the Blind (CNIB).

What documentation is required from private and charter schools for eligibility?

- Reports or results from a medical doctor, ophthalmologist, vision consultants or other medical professionals specializing in the field and documenting the severity of the disability must be in the student's file.

What other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package from private and charter schools?

- Additional reports from vision specialists, orientation and mobility specialists or other professionals working with the student.
- Any current/relevant medical reports.
- Any documentation including anecdotal information reflecting the student's needs in the learning environment.

For additional information, please refer to the following case study and completed Student Monitoring Form on pages 40–42.

Case Study — Shannon

Background information, description of severe disabling condition(s)	• Shannon is a nine-year-old girl who moved from Saskatchewan this school year. • She was diagnosed at age 4 in June 1998, with Ocular Albinism by Dr. Lee. • Visual acuity was recorded at that time as 6/60 in each eye. This is consistent with the definition of legal blindness. • Shannon is of above average intelligence and is integrated for most of her school day in a regular grade 4 classroom. • An update in March 2002 by Tom Brown, vision specialist, includes programming recommendations.
Current support/services in place	• Shannon is supported with a full-time educational assistant who, in addition to supporting her in the classroom, provides one-to-one instruction in the Literary Braille Code and Nemeth Braille Code. • Itinerant consultation/teaching services for the visually impaired are provided on a monthly basis. • Shannon is provided with Braille and tactile modifications, preferred seating and the use of magnification equipment. • In addition, she is being provided with speech-language and hearing consultation for speech and articulation difficulties.
Individualized Program Plan	• Shannon's IPP was developed in consultation with her student support team, including her mother, the itinerant consultant and the speech-language pathologist. • The goals of her educational program reflect her needs for the development of tactile discrimination, Braille reading and print reading. Shannon's primary medium for reading is Braille, due to fatigue factors associated with print reading. • Shannon is also working on language/articulation development.

SAMPLE

Student Monitoring Form

Shannon

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- ☐ 41 Severe Cognitive
- ☐ 42 Severe Emotional/Behavioural
- ☐ 43 Severe Multiple
- ☐ 44 Severe Physical or Medical, including Autism
- ☐ 45 Deafness
- ☑ 46 Blindness

Authority XY Authority
School Battner School
Student Name Shannon
AB Learning ID XXXXXXXXX
Birthdate (yy/mm/dd) 94/06/30 **Grade** 4
Placement (describe) Included in a regular grade 4 classroom.

1. Supporting documentation from the appropriate professional(s) (please attach copies):

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment
Ocular Albinism; visual acuity 6/60 in both eyes after correction.	June 1998	Dr. Lee

Additional assessment information (please attach copies):
Tom Brown, Vision Specialist – programming recommendations, March 2002.

2. How does the condition/disability affect the student in the learning environment?:
Shannon requires one-to-one assistance at all times during the school day.

3. Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, Severe Disabilities, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:

a) Frequent specialized one-on-one intervention:

- ☐ specialized setting with teacher _____(hours per day); _____ (staff/student ratio)
- ☐ small group work with teacher and/or teacher assistant _____(hours per day)_____(staff/student ratio)
- ☑ teacher assistant 6 (hours per day); 1:1 (staff/student ratio)
- ☐ Interpreter _____(hours per day); _____ (staff/student ratio)
- ☐ Transliterator _____(hours per day); _____(staff/student ratio)
- ☐ other (specify) _____

b) Specialized equipment and/or assistive devices:

- ☐ communication devices
- ☐ assistive technology/devices
- ☐ free field amplification
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☐ personal FM system
- ☑ other (specify) Brailler, magnification equipment and enlarged print.

c) Assistance with personal care/health-related interventions:

- ☐ toileting program
- ☐ grooming
- ☐ diapering
- ☐ catheterizing
- ☐ dressing
- ☐ feeding assistance
- ☐ g-tube feeding
- ☐ respiratory therapy
- ☐ oxygen
- ☐ administration of medicine
- ☑ management of equipment
- ☐ OT/PT therapy
- ☐ orientation and mobility training
- ☐ other _____

d) Frequent documentation of behavioural and/or medical status (please attach examples or summaries):

☐ **Behaviour**	☐ checklist	☐ anecdotal notes	☐ behaviour plan	☐ other _____	
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly	
☐ **Medical**	☐ medical logs	☐ medical emergency plan	☐ other _____		
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly	

e) Therapeutic services for the student <u>at a cost to the system</u>.

For example: Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU); and SHIP:

- ☑ itinerant teacher
- ☐ speech therapist
- ☑ vision consultant
- ☐ special education consultant
- ☐ technology consultant
- ☐ nursing services
- ☐ hearing consultant
- ☐ chartered psychologist
- ☐ audiologist
- ☐ occupational therapist
- ☐ physical therapist
- ☐ behaviour specialist
- ☑ orientation and mobility specialist
- ☐ school liaison worker
- ☐ school counsellor
- ☐ other _____

f) Other service providers <u>not at a cost to the system</u>. For example:

- ☐ AADAC
- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☑ CNIB
- ☐ Services for Persons with Disabilities (previously Handicapped Children's Services)
- ☐ family/community agencies, specif _____
- ☐ Family and Community Support Services (FCSS)
- ☐ Materials Resource Centre (MRC)
- ☐ medical professional services
- ☐ local police authority/RCMP
- ☐ other _____

4. Individualized Program Plan (IPP):

- ☑ The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.
- ☑ This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 30, 2003
Date

L. Clark
Signature of School Authority Designate

Section 3 — Appendices

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Appendix A

Student Monitoring Form

Severe Disabilities Funding 2003/2004

PLEASE CHECK CODE

- ☐ **41** Severe Cognitive
- ☐ **42** Severe Emotional/Behavioural
- ☐ **43** Severe Multiple
- ☐ **44** Severe Physical or Medical, including Autism
- ☐ **45** Deafness
- ☐ **46** Blindness

Authority _____

School _____

Student Name _____

AB Learning ID _____

Birthdate (yy/mm/dd) _____ **Grade** _____

Placement (describe) _____

1. **Supporting documentation from the appropriate professional(s) (please attach copies):**

Diagnosis(es)	Year of Diagnosis(es)	Professional Conducting Assessment

Additional assessment information (please attach copies):

_____

_____

2. **How does the condition/disability affect the student in the learning environment?:**

_____

_____

_____

3. **Services provided in accordance with the *Funding Manual for School Authorities 2003-2004 School Year*, (e.g., Section 3.3 for Private Schools). Identify three or more of the following supports from (a) to (e) that are being provided to the student:**

a) **Frequent specialized one-on-one intervention:**

- ☐ specialized setting with teacher _____(hours per day); _____ (staff/student ratio)
- ☐ small group work with teacher and/or teacher assistant _____(hours per day)_____(staff/student ratio)
- ☐ teacher assistant _____(hours per day); _____ (staff/student ratio)
- ☐ Interpreter _____(hours per day); _____ (staff/student ratio)
- ☐ Transliterator _____(hours per day); _____(staff/student ratio)
- ☐ other (specify) _____

b) **Specialized equipment and/or assistive devices:**

- ☐ communication devices
- ☐ assistive technology/devices
- ☐ free field amplification
- ☐ other (specify) _____
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☐ personal FM system

c) **Assistance with personal care/health-related interventions:**

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☐ administration of medicine
- ☐ orientation and mobility training
- ☐ other _____
- ☐ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy

d) **Frequent documentation of behavioural and/or medical status (please attach examples or summaries):**

☐ **Behaviour**	☐ checklist	☐ anecdotal notes	☐ behaviour plan	☐ other _____
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly
☐ **Medical**	☐ medical logs	☐ medical emergency plan	☐ other _____	
Frequency ➡	☐ hourly	☐ daily	☐ weekly	☐ monthly

e) **Therapeutic services for the student <u>at a cost to the system:</u>**
For example: Regional Educational Consulting Service providers: (REACH, CASE, Edmonton Regional Educational Consulting Services, RESEAU), Student Health Initiative Partnership.

- ☐ itinerant teacher
- ☐ special education consultant
- ☐ hearing consultant
- ☐ occupational therapist
- ☐ orientation and mobility specialist
- ☐ other _____
- ☐ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☐ school liaison worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist
- ☐ school counsellor

f) **Other service providers <u>not at a cost to the system</u>. For example:**

- ☐ AADAC
- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ CNIB
- ☐ Services for Persons with Disabilities (previously Handicapped Children's Services)
- ☐ family/community agencies, specify _____
- ☐ Family and Community Support Services (FCSS)
- ☐ Materials Resource Centre (MRC)
- ☐ medical professional services
- ☐ local police authority/RCMP
- ☐ other _____

4. **Individualized Program Plan (IPP):**

☐ The current IPP identifies the assessed needs of the student and includes specific educational programming to address those needs.

☐ This IPP has been developed, implemented and signed by the school team including the parent/guardian.

DECLARATION

Relevant assessment documentation to support the claim is available, at least three of five supports listed in 3 (a-e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

_____ _____

Date **Signature of School Authority Designate**

Appendix B LA VERSION REVISEE SERA DISPONIBLE EN OCTOBER 2003

Profil de l'élève ayant une déficience sévère (formulaire) Financement 2003-2004

SVP COCHEZ UNE CATÉGORIE

- ☐ **41** Déficience cognitive sévère
- ☐ **42** Déficience émotive et comportementale sévère
- ☐ **43** Déficiences sévères multiples
- ☐ **44** Déficience physique ou médicale sévère (autisme)
- ☐ **45** Surdité
- ☐ **46** Cécité

Autorité scolaire _____
École _____
Nom de l'élève _____
Date de naissance (aa/mm/jj) _____ **Niveau scolaire** _____
Identification scolaire _____
Placement (décrivez) _____

1. Documentation d'appui des professionnels concernés (veuillez inclure dans le dossier de l'élève) :

a) Diagnostic.s :
i) _____
ii) _____

b) Date du/des diagnostic.s : i) _____ ii) _____

c) Professionel.s faisant le/les diagnostic.s : _____

d) De quelle façon est-ce que cette condition affecte l'élève dans l'environnement d'apprentissage?
_____
_____
_____

2. Information supplémentaire (telle que rapports des conseillers) :
_____
_____
_____

3. Services offerts selon le manuel des autorités scolaires pour le financement des personnes ayants des déficienc sévères (*Funding Manual for School Authorities, 2003-2004 School Year*, par exemple, Section 3.3 pour Ecole Privées). Identifiez au moins trois d'appuis (de « a » à « e ») qui sont présentement offerts à l'élève:

a) Instruction/intervention courante qui est spécialisée et individuelle. :.
- ❑ Enseignant/aide-enseignant _____ (heures par jour; rapport élèves/personnel scolaire)
- ❑ Petit groupe de travail avec aide-enseignant _____(heures par jour; rapport élèves/personnel scolaire)
- ❑ Local spécialisé avec enseignant _____ (heures par jour; rapport élèves/personnel scolaire)
- ❑ Interprète
- ❑ Translittération
- ❑ Autre (spécifiez) _____

b) Équipement spécialisé ou adapté. Par exemple :
- ❑ Appareils de communication
- ❑ Aide par technologie d'ordinateur
- ❑ Amplificateur de voix
- ❑ Autre (spécifiez) _____
- ❑ Équipement pour l'ergothérapie ou la physiothérapie
- ❑ Mobilier spécialisé
- ❑ Système FM

c) Aide pour les besoins essentiels. Par exemple :

- ❑ Programme d'entraînement à la propreté
- ❑ Soins de toilette
- ❑ Couches
- ❑ Sonde
- ❑ Habillement
- ❑ Aide pour l'alimentation
- ❑ Alimentation par tube-g
- ❑ Thérapie respiratoire
- ❑ Oxygène
- ❑ Administration de médicaments
- ❑ Gestion d'appareils
- ❑ Ergothérapie/physiothérapie
- ❑ Entraînement à l'orientation et à la motricité
- ❑ Autre. Spécifiez : _____

d) Documentation courante :

- Comportement ❑ Liste de contrôle ❑ Notes anecdotiques ❑ Plan de comportement
  ❑ Autre _____
  Fréquence ❑ Par heure ❑ Par jour ❑ Par semaine ❑ Par mois
- Médical ❑ Journal médical ❑ Plan de soins médicaux d'urgence
  ❑ Autre _____
  Fréquence ❑ Par heure ❑ Par jour ❑ Par semaine ❑ Par mois

e) Services thérapeutiques financés par le système. Par exemple, Regional Educational Consulting Service providers: *REACH, CASE, ERECS, Consulting Services; Student Health Initiative Funding et Réseau provincial d'adaption scolaire :*

- ❑ Enseignant itinérant
- ❑ Orthophoniste
- ❑ Consultant de la vision
- ❑ Conseiller en adaptation scolaire
- ❑ Consultant en technologie
- ❑ Services d'infirmière
- ❑ Consultant de l'ouïe
- ❑ Psychologue agréé
- ❑ Audiologiste
- ❑ Ergothérapeute
- ❑ Phytothérapeute
- ❑ Spécialiste en comportement
- ❑ Spécialiste en orientation et motricité
- ❑ Conseiller en orientation
- ❑ Conseiller. Spécifiez : _____
- ❑ Autre. Spécifiez : _____

Autres fournisseurs de services. Par exemple :

- ❑ Alberta Health and Wellness
- ❑ Services médicaux professionnels
- ❑ Alberta Children's Services
- ❑ Handicapped Children's Services
- ❑ Alberta Mental Health Board
- ❑ Family and Community Support Services (FCSS)
- ❑ Alberta Justice
- ❑ Police/GRC locale
- ❑ AADAC
- ❑ INCA/CNIB
- ❑ Agences familiales/communautaires. Spécifiez : _____
- ❑ Materials Resource Centre (MRC)
- ❑ Autre : _____

4. Plan d'intervention personnalisée (PIP) :

❑ Un PIP en cours, pertinent à la déficience décrite ci-dessus et aux besoins individuels de l'élève, est élaboré, signé par l'équipe-école et par le parent/gardien, et implanté formellement.

DÉCLARATION

Une documentation pertinente à la demande est disponible, trois des cinq appuis énumérés au numéro 3 (a – e) en place, un PIP en cours est inclus dans le dossier de l'élève. L'élève répond aux critères de financement pour les personnes ayant des déficiences sévères (*Severe Disabilities Funding*).

_____ _____

Date **Signature de l'autorité scolaire désignée**

Appendix C — Resources

The following Alberta Learning resources are available on the department's Web site at: <http://www.learning.gov.ab.ca>.

Funding Manual for School Authorities for the 2003-2004 School Year

The *Funding Manual* is authorized for the use of school authorities (school jurisdictions, charter schools, private schools and private ECS operators) in accessing funds. This manual explains what funding is available to school authorities and the conditions and requirements that apply. It also includes the principles that Alberta Learning uses to provide fair and equitable funding to school authorities. This document is available of the Alberta Learning Web site at: <http://www.learning.gov.ab.ca/funding/FundingManual>.

Policy Regulations and Forms Manual

The *Manual* outlines the expectations of Alberta Learning with regard to the delivery of and reporting on educational programs and services, and on the implementation of the department's Business Plan. The emphasis on a policy-driven and results-based management system is a key characteristic ot the education management cycle. It encourages a system of shared responsibility with school boards, schools and school councils and includes:

- Special Education Policies 1.6.1; 1.6.2; 3.5.1; 3.5.2; 3.6.4; 3.6.5
- Student Record Regulation (Alberta Regulation 71/99).

The *Manual* is available on the Alberta Learning Web site at: <http://www.learning.gov.ab.ca/EducationGuide/pol-plan/polregs/toc.asp>.

Standards for Special Education

This document sets out Alberta Learning's requirements and expectations for the development and delivery of programs for students with special needs and is available on the Alberta Learning Web site at: <http://www.learning.gov.ab.ca/k_12/specialneeds/>.

Student Information System User's Guide

This is a complete guide to submitting student registrations. The Student Information System (SIS) is a provincial student information database developed and maintained by Learner Records and Data Exchange (LRDE) at Alberta Learning. This document is available on the Alberta Learning Web site at: <http://www.learning.gov.ab.ca/schinfo2002-2003/sis_user_guide_2002_2003.pdf>.

The Learning Team: A handbook for parents of children with special needs (2003)

This information booklet for parents of children with special needs provides a general overview of how parents can be involved in the education of their children. It outlines the rights and responsibilities of parents, the school's roles and responsibilities, relevant legal parameters and funding sources to support the delivery of special education programs and services. This document is available on the Alberta Learning Web site at: <http://www.learning.gov.ab.ca/educationguide/spec-ed/partners/>.

The following series is available from the Learning Resources Centre at: <http://www.lrc.learning.gov.ab.ca/scripts/cgiip.exe/default.html> or by telephone at (780) 427-5775; toll free in Alberta at 310-0000.

Programming for Students with Special Needs

- Book 1 — *Teaching for Student Differences* (1995)
  Highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It also describes a process for modifying the regular program and includes forms to assist in teacher planning.

- Book 2 — *Essential and Supportive Skills for Students with Developmental Disabilities* (1995)
  Includes developmental checklists for communication skills, gross and fine motor skills, as well as charts and checklists, which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development). It replaces the Alberta Learning curricula (1983) for educable mentally handicapped, trainable mentally handicapped and dependent mentally handicapped students.

- Book 3 — *Individualized Program Plans (IPPs)* (1995)
  This resource describes a process for IPP development and includes strategies for involving parents. It provides information on writing long-term goals and short-term objectives. Forms and checklists are included to assist in planning. Transition planning also is addressed, along with case studies and samples of completed IPPs.

- Book 4 — *Teaching Students who are Deaf or Hard of Hearing* (1995)
  Includes information on the nature of hearing loss, various communication systems, program planning and teaching strategies. A section on amplification and educational technologies includes hints for troubleshooting hearing aids and FM systems.

- Book 5 — *Teaching Students with Visual Impairments* (1996)
  This resource offers basic information to help provide successful school experiences for students who are blind or visually impaired. The information in this book addresses:
  - the nature of visual impairment
  - educational implications
  - specific needs
  - instructional strategies
  - the importance of orientation and mobility instruction
  - the use of technology.

- Book 6 — *Teaching Students with Learning Disabilities* (1996)
  This resource provides practical strategies for regular classroom and special education teachers. Section I discusses the conceptual model and applications of the domain model. Section II includes identification and program planning, addressing early identification, assessment, learning styles and long-range planning. Section III contains practical strategies within specific domains including meta-cognitive, information processing, communication, academic and social/adaptive. Section IV addresses other learning difficulties including attention-deficit/hyperactivity disorder and fetal alcohol syndrome/possible prenatal alcohol-related effects. The appendices contain lists of annotated resources, test inventories, support network contacts and black line masters.

- Book 7 — *Teaching Students who are Gifted and Talented* (2000)
  This resource provides practical strategies for regular classroom and special education teachers. Section I addresses administration of programs for the gifted and talented at both the district and school levels. Section II discusses conceptions of giftedness, highlighting nine theoretical models. Section III discusses identification of gifted and talented students, including information on gathering and recording data using several different measures, developing Individualized Program Plans, communicating with and involving parents. Section IV discusses giftedness in the visual and performing arts. Section V contains strategies for designing and implementing programs, including curriculum modification. Section VI discusses post modernism and gifted education. The appendices contain lists of annotated resources, test inventories, support network contacts and black line masters.

- Book 8 — *Teaching Students with Emotional Disorders and/or Mental Illnesses* (2000)
  This resource takes a comprehensive look at six emotional disorders or mental illnesses: eating disorders, anxiety disorders, depression, schizophrenia, oppositional defiant disorder or illness and presents strategies for teachers, parents and other caregivers to use to assist students.

- Book 9 — *Teaching Students with Autism Spectrum Disorders* (2003)
  This resource provides basic knowledge about this spectrum of disabilities, educational programming implications and programming strategies.

- Book 10 — *Teaching Students with Fetal Alcohol Spectrum Disorder (FASD): Building Strengths, Creating Hope (2003)* (available November 2003, approximately 180 pages)
  This resource includes information on what FASD is, key considerations for planning effective education programs, and strategies for creating a positive classroom climate, organizing for instruction and responding to students' individual needs.

Other Resources

A Handbook for Aboriginal Parents of Children with Special Needs (2000)
This handbook was developed by Alberta Learning in collaboration with the Siksika Board of Education. It provides Aboriginal parents with information regarding the education of their child with special needs. It also includes tips to enhance communication between home and school. The accompanying video, *Our Treasured Children*, highlights intergenerational stories from members of the Aboriginal community.

Make School Work for You (2001)
A collaborative project with the Learning Disabilities Association of Alberta, this resource is for junior and senior high students who want to be more successful learners. It includes information and strategies to help students know about themselves, get organized, make every class count, get along with others, do well on tests and projects and stay motivated.

This resource is a companion to *Teaching Students with Learning Disabilities* and *The Parent Advantage*. It has an accompanying teacher guide and an audio CD set to support students with reading difficulties.

***Teaching Students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-related Effects* (1998)**
This document provides educators with a basic understanding of characteristics associated with Fetal Alcohol Syndrome (FAS) and Possible Prenatal Alcohol-related Effects (PPAE). The sections include:

- a general overview of the diagnostic procedures
- the prevalence of FAS and PPAE
- the physical, educational and behavioural characteristics
- specific strategies designed to enhance the educational, social and behavioural and psychological development of students with FAS and PPAE
- an annotated list of other teaching resources.

The Journey: A Handbook for Parents of Children Who are Gifted and Talented (2003)
Alberta Learning collaborated with the Alberta Associations for Bright Children in the development of this handbook for parents of gifted children.

***The Parent Advantage: Helping Children Become More Successful Learners at Home and School*, Grades 1- 9 (1998)**
A collaborative project with the Learning Disabilities Association of Alberta, this resource includes strategies parents can use to help their child improve organizational, reading, writing, spelling, math taking and project skills.

Unlocking Potential: Key Components of Programming for Students with Learning Disabilities (2003)

Alberta Learning, in collaboration with the Calgary Learning Centre, identified nine key components of programming for students with learning disabilities. Includes sample strategies and outcomes for each of the following nine components: collaboration, meaningful parent involvement, identification and assessment, ongoing assessment, individualized program plans, transition planning, self-advocacy, accommodations and instruction. It also lists other Alberta Learning resources that connect to these components.

The Learning Team: A Handbook for Parents of Children with Special Needs (2003)

This is a revision and expansion of the resource *Partners During Changing Times (1996)* and includes:

- strategies for parents to participate in their child's learning team
- suggestions for ways parents can enhance and enrich their child's learning at home
- practical information and suggestions for:
  - helping children make successful transitions
  - voicing parent concerns
  - staying informed.